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ABSTRACT

In 1971-72, 1,045 school districts in the State of Texas provided supplementary instruction and/or services to educationally/economically disadvantaged children through the use of Federal funds made available under Title I of the Elementary and Secondary Education Act of 1965. The number of pupils who have participated in these projects has fluctuated somewhat. The greatest percentage of the State enrollment participating in projects was in 1968-69. Since that time, the percentage has decreased significantly. This was due in part to the fact that school districts were complying more with the regulations of the ESEA Title I legislation by serving only those pupils exhibiting the greatest need for special attention. The data collection instrument which provided the information for this report was the "Annual Information Report of Programs Funded Through ESEA, Title I Regular," Examination of the reporting instrument used by local districts revealed that the districts were moving in the direction of defining pupil objectives. For purposes of reporting data on the 1971-72 ESEA Title I funded programs in Texas, a sample of districts was used. The sampling framework was based on the average daily attendance of school districts. (Author/JM)

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Annual Report of Programs for the Disadvantaged in Texas ESEA, Title I 1971-72

Division of Evaluation
Texas Education Agency
Austin, Texas 78723
(512) 475-4448

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PREFACE

The Texas Education Agency has annually undertaken the task of examining the impact of programs designed for educationally disadvantaged children which are provided through the school systems of the State of Texas. A need for information about those areas which affect this population group continues to be basic to the effort to strengthen and improve the programs which are provided. Title I of the Elementary and Secondary Education Act of 1965 has provided funds from which special programs have been implemented for disadvantaged children. The State of Texas and local school districts have, however, been cognizant of the special needs of this group of children and through their continuing efforts, including both time, funds, and personnel, have attempted to initiate and strengthen the programs which would alleviate the distinct needs of these children.

It is the desire of the Texas Education Agency that the information contained within the context of this report will contribute to the continued improvement of all programs for disadvantaged children. It is hoped that this information will be utilized by other groups and organizations in their efforts to provide quality education to all children.

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Charles W. Nix, Associate Commissioner for Planning

PREPARED BY DIVISION OF EVALUATION

Andrew T. Nutt, Director

Rick Hardebeck, Program Director

Joseph P. Hegarty, Consultant

Carl Defibaugh, Consultant

Pamela Tackett, Statistician

Cathy Roach, Statistician

IN COOPERATION WITH
DIVISION OF PROGRAM FUNDS MANAGEMENT

R. E. Slayton, Director

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INTRODUCTION

In 1971-72, 1,045 school districts in the state of Texas provided supplementary instruction and/or services to educationally/economically disadvantaged children through the use of federal funds made available under Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10). Approximately 429,000 pupils received assistance which might otherwise not have been available to them. Table 1 indicates the extent to which pupils in Texas have been served since the initiation of this program in 1965.

As noted from this table, the total number of districts which have operated Title I projects has decreased each year since the passage of the legislation which provided for the funding of these projects. However, the number of districts in the state has also decreased each year while the percent of districts participating has remained approximately stable.

The number of pupils who have participated in these projects has fluctuated somewhat. The greatest percent of the state enrollment participating in projects was in 1968-69. Since that time, the percentage has decreased significantly. This was due in part to the fact that school districts were more closely complying with the regulations of the ESEA, Title I legislation by serving only those pupils exhibiting the greatest need for special attention. In prior years, a greater percent of pupils were served because there was less effort to determine where the greatest needs existed.

The data collection instrument which provided the information for this report was the Annual Information Report of Programs Funded Through ESEA, Title I Regular. This report, prepared by all school districts who received Title I funds in School Year 1971-72 (Fiscal Year July 1, 1971-June 30, 1972), has served two purposes: (1) It has made possible a reporting of the activities which took place in Texas in Fiscal Year 1972 through the use of Title I funds; and (2) it fulfilled a requirement set forth by the ESEA legislation which mandates that all local school districts receiving Title I funds prepare an annual evaluation of the programs which they operated. It is therefore possible to examine and evaluate each local district's program on an individual basis. From the reports received by the Division of Evaluation in the Texas Education Agency, it appears that local districts have tried in FY 72 to focus their programs in areas in which the greatest pupil needs have been exhibited.

When evaluating their programs, school districts have in the past been prone to examine the resources which went into a program rather than the effects of that program upon pupils. The state education agency, during the last year, has attempted to call the local districts' attention to this, causing them to more closely define program objectives in terms of the behaviors

Table 1 BASIC STATE STATISTICS, ESEA, TITLE I REGULAR

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Number of School Districts in State	1,330	1,303	1,273	1,242	1,227	1,187	1,161
Number of School Districts with Title I Funded Projects	1,133	1,155	1,157	1,107	1,091	1,061	1,045
Percent of Total School Districts Having Projects Funded from Title I, ESEA	85.1%	88.6%	90.8%	89.1%	88.9%	89.4%	90.0%
Number of Regular Projects	611	716	750	749	763	849	762
Number of Cooperative Projects	151	124	115	100	91	84	80
Number of Schools in Cooperative Projects	474	439	407	358	328	296	283
Total State Enrollment of Public Schools	2,493,390	2,554,308	2,615,623	2,682,229	2,728,007	2,803,771	2,822,446
Total Direct Participants in Title I Funded Projects	415,011	421,211	438,704	598,080	467,858	421,277	429,257
Percent of State Enrollment Directly Participating	16.6%	16.5%	16.8%	22.3%	19.3%	15.0%	15.2%

which were expected of pupils upon their completion of particular programs. Examination of the reporting instrument used by local districts revealed that the districts were moving in the direction of defining pupil objectives. In subsequent years, it is expected that local districts will be moving more in this direction because of the increased demands that society is placing upon the educational system.

For purposes of reporting data on the 1971-72 ESEA, Title I funded programs in Texas, a sample of districts was used. The large number of districts operating Title I funded projects has made the task of data analysis on a universal basis almost insurmountable. Therefore, a sampling framework was devised so that projections for the total population could be made.

The sampling framework used was based on the ADA (average daily attendance) of school districts. The districts were divided into four strata: 35,000 ADA and over, 9,000-34,999 ADA, 3,000-8,999 ADA, and 2,999 and under ADA.

In the first strata, all districts were used for reporting purposes. These districts include Houston ISD, San Antonio ISD, Dallas ISD, Ft. Worth ISD, El Paso ISD, Austin ISD, Corpus Christi ISD, and Spring Branch ISD. Within the second strata, 50 percent of the districts, or 18, were selected for sampling; in the third strata, 25 percent, or 21; and in the fourth strata, 10 percent, or 54. After all the data from these districts were collected and examined for validity and reliability, the data were weighted by strata on the basis of the total number of ESEA, Title I participants and the Title I dollars expended by the districts.

Weighted data from Strata II, III, and IV were combined in almost all cases to reflect the effects of Title I funded programs in all districts other than the large city districts. Within the scope of this report, Strata I will be referred to as Group A and Strata II-IV, Group B. When observable differences can be noted between all four strata, they will be referred to by strata number.

By strata, Tables 2 and 3 present the participants and the expenditures in ESEA, Title I funded programs. These are divided into data from the sample districts and data from the non-sample districts in order to give the reader an indication of sampling procedures used. The percent of total participants and expenditures by strata in the districts included in the sample are also shown. These percentages were applied to the data extracted from the sample in order to derive the weighted figures for the state shown in this report.

Table 2 NUMBER OF PARTICIPANTS IN 1971-72 PROGRAMS FOR THE DISADVANTAGED

Strata		ADA Range	Sample Districts	Non-Sample Districts	Percent of Total Participants in Sample Districts	Total
I	Group A	35,000 and over	112,977	-	100.0	112,977
II	Group B	9,000-34,999	39,352	34,446	53.32	73,798
III	Group B	3,000-8,999	18,295	61,453	22.94	79,748
IV	Group B	2,999 and under	11,632	151,162	7.15	162,783
		Total	182,256	247,061		429,306

Table 3 EXPENDITURES OF ESEA, TITLE I FUNDS IN 1971-72 PROGRAMS*

Strata		ADA Range	Sample Districts	Non-Sample Districts	Percent of Total Expenditures in Sample Districts	Total
I	Group A	35,000 and over	$13,574,728	-	100.0	$13,475,728
II	Group B	9,000-34,999	4,193,331	$ 4,454,543	48.4	8,647,874
III	Group B	3,000-8,999	2,080,801	7,182,379	22.4	9,263,180
IV	Group B	2,999 and under	1,687,569	22,198,038	7.0	23,885,607
		Total	$21,536,429	$33,834,960		$55,371,389

*The figures presented here do not include the administrative costs incurred in the regular program or expenditures incurred during the summer school programs which were borne by Title I. However, carry-over funds available from the 1970-71 Title I allocations which were expended in School Year 1971-72 are included.

Table 4 compares the percent of total participants in programs for the disadvantaged by strata to the percent of total expenditures from ESEA, Title I by strata. By strata, the percent of participants and percent of total funds expended were very close.

Table 4 PERCENT OF TOTAL PARTICIPANTS IN PROGRAMS FOR THE DISADVANTAGED COMPARED TO THE PERCENT OF TOTAL EXPENDITURES FROM ESEA, TITLE I BY STRATA

Strata	Participants	Expenditures
I	26.3%*	24.5%
II	17.2	15.6
III	18.6	16.7
IV	37.9	43.2
Total	100.0	100.0

*Large districts served 26.3 percent of all the participants in Title I funded programs, while the other districts served 73.7 percent. This is in almost direct proportion to the percent of ADA in the state by strata.

This report will include the extent of participation in ESEA, Title I funded programs; the services and instructional activities which pupils received; data about personnel who provided these services and the training which they received to enable them to be more effective in providing these services; information regarding high school graduates; and data about dropouts.

PARTICIPATION IN ESEA, TITLE I FUNDED PROGRAMS

The total number of pupils who participated in programs funded through ESEA, Title I is shown by grade level in Table 5 as well as a breakdown of the participants in Group A and in Group B. The percent of the total participants is also shown for each of these groupings. According to these data, there were few differences between the two groupings of school districts by grade level. Large school districts appear to have served a greater percent of preschool children than did the other districts.

As noted from Table 5, most attention was focused on children at the elementary levels. This was true for both groups of districts. Narrative information provided by districts indicated that an attempt was made by program planners at all levels to meet the needs of disadvantaged children at an early age when it is still possible to make an impact toward diminishing the pupil's most critical problems. Participation at the secondary level was more limited than in previous years.

Table 6 indicates the percent of participants by ethnicity and grade level for the two groups of districts. Large districts had a greater percent of Negro participants than did the other districts. However, at the secondary level, Group B districts had a greater percent of Negroes participating than pupils from either of the other ethnic backgrounds.

The districts under 35,000 ADA served a greater percent of Spanish-surnamed pupils at most grade levels than did the districts with 35,000 ADA and over. Note should be made that the Kindergarten level was the only level at which the large districts served more "other" pupils than either Negro or Spanish-surnamed pupils. ("Other" includes Anglos, Indians, Orientals, etc.)

Because of the population group which Title I funded programs serve, i.e., the educationally/socio-economically disadvantaged, a greater than average percent of these pupils were overage for their grade level. At many grade levels, pupils were found to be five and six years older than the normal or average age for that grade level. By grade level, Table 7 presents the percent of overage pupils. Each of the four strata of districts are presented, rather than the two groups of strata, because there appear to be differences between the strata. However, it would be difficult to conclude the reasons for these differences in occurrences of overage pupils.

Note should be made of the percent of overage pupils at the secondary level for each of the strata. Strata III appears to have the highest percent of overage participants at the secondary level. Strata III has an average percent of overage pupils for all grade levels which is significantly higher than the other strata. Districts in Strata II, III, and IV appear to have a greater retention rate at the lower elementary levels than do districts in Strata I.

Table 5 PARTICIPATION OF DISADVANTAGED PUPILS BY GRADE LEVEL

	PARTICIPANTS IN ALL DISTRICTS		PARTICIPANTS IN GROUP A*		PARTICIPANTS IN GROUP B**	
GRADE LEVEL	NUMBER	PERCENT OF TOTAL BY GRADE LEVEL	NUMBER	PERCENT OF TOTAL BY GRADE LEVEL	NUMBER	PERCENT OF TOTAL BY GRADE LEVEL
Pre-K	3,277	.8	2,887	2.6	390	.1
Kinder-garten	28,996	6.8	11,670	10.3	17,326	5.5
1	47,460	11.1	12,355	10.9	35,105	11.1
2	52,861	12.3	14,383	12.7	38,478	12.2
3	51,938	12.1	13,140	11.6	38,798	12.3
4	46,534	10.8	10,761	9.5	35,773	11.3
5	44,267	10.3	9,126	8.1	35,141	11.1
6	36,297	8.5	9,664	8.6	26,633	8.4
7	33,163	7.7	8,326	7.4	24,837	7.9
8	30,546	7.1	8,403	7.4	22,143	7.0
9	16,180	3.8	4,162	3.7	12,018	3.8
10	11,029	2.6	3,922	3.5	7,107	2.2
11	7,214	1.7	1,155	1.0	6,059	1.9
12	6,173	1.4	849	.8	5,324	1.7
Ungraded	2,549	.6	0	0	2,549	.8
Special Ed.	10,773	2.5	2,174	1.9	8,599	2.7
TOTAL	429,257	100.0	112,977	100.0	316,280	100.0

*A - Districts 35,000 ADA and Over
**B - Districts less than 35,000 ADA

Table 6

PERCENT OF PARTICIPANTS BY ETHNICITY AND GRADE LEVEL

GROUP A DISTRICTS*			
GRADE LEVEL	SPANISH SURNAMED	NEGRO	OTHER
Pre-K	72.4	22.0	5.6
Kinder-garten	20.8	26.8	52.4
1	36.5	49.0	14.5
2	36.0	49.5	14.5
3	39.5	49.3	11.2
4	45.5	43.5	11.0
5	57.0	30.6	12.4
6	48.5	40.2	11.3
7	40.9	45.0	14.1
8	32.1	50.2	17.7
9	42.8	41.5	15.7
10	47.8	33.9	18.3
11	22.3	62.8	14.9
12	19.2	63.3	17.5
Ungraded	0	0	0
Special Ed.	40.7	44.4	14.9

GROUP B DISTRICTS**			
GRADE LEVEL	SPANISH SURNAMED	NEGRO	OTHER
Pre-K	72.1	23.1	4.8
Kinder-garten	70.9	19.8	9.3
1	57.5	22.9	19.6
2	43.8	23.4	32.8
3	47.0	22.1	30.9
4	47.2	21.5	31.3
5	45.6	23.0	20.0
6	39.9	27.8	32.2
7	48.9	25.2	25.9
8	48.8	27.7	23.5
9	36.9	36.7	26.4
10	35.2	36.2	28.6
11	33.2	37.6	29.2
12	36.7	38.7	24.6
Ungraded	66.9	11.6	21.5
Special Ed.	31.9	51.1	17.0

*A - Districts 35,000 ADA and Over
**B - Districts less than 35,000 ADA

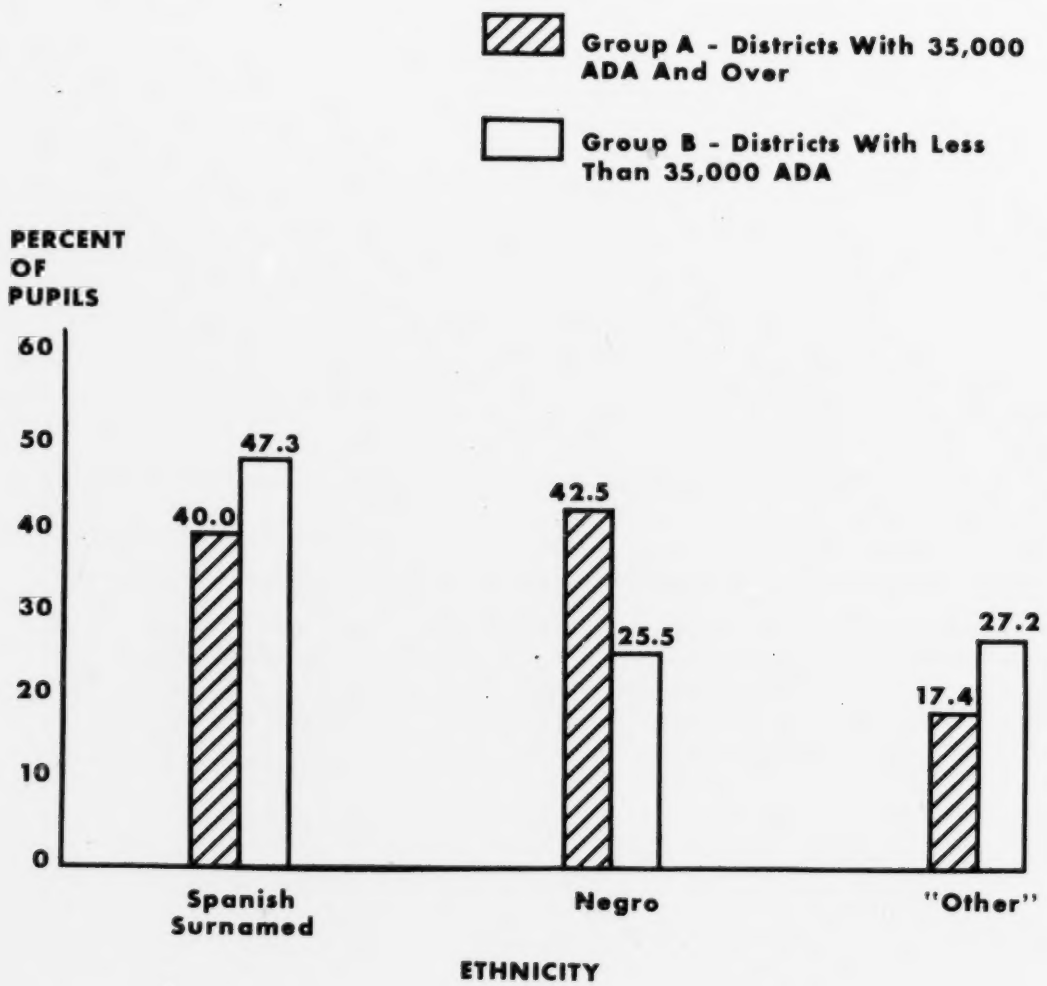
Table 7 PERCENT OF OVERAGE PUPILS, BY GRADE LEVEL, PARTICIPATING IN TITLE I FUNDED PROGRAMS*

GRADE LEVEL	STRATA I	STRATA II	STRATA III	STRATA IV
1	1.7%	2.6%	2.0%	1.1%
2	3.2	6.6	5.0	4.6
3	6.5	9.3	5.8	9.7
4	7.2	11.5	11.2	12.3
5	6.1	12.1	14.8	12.6
6	8.1	14.4	13.1	24.3
7	13.5	11.2	18.5	18.6
8	15.2	5.4	19.7	16.9
9	11.7	20.1	25.4	22.9
10	9.5	16.8	15.4	13.5
11	22.3	8.0	42.3	13.1
12	19.3	9.3	46.8	12.4
Average of all grade levels	10.4%	10.6%	18.3%	13.5%

*The number of pupils overage was determined by adding "7" to each grade level and counting the number of pupils who fell above this level. I.e., the number of pupils at Grade 2 was determined by adding 2+7 and then counting all children who were nine years old or older at the second grade level.

Figure 1 presents the overall participation for each of the two groups of dsitricts by ethnicty.

Figure 1
PERCENT OF PARTICIPANTS BY ETHNICITY



INSTRUCTIONAL ACTIVITIES

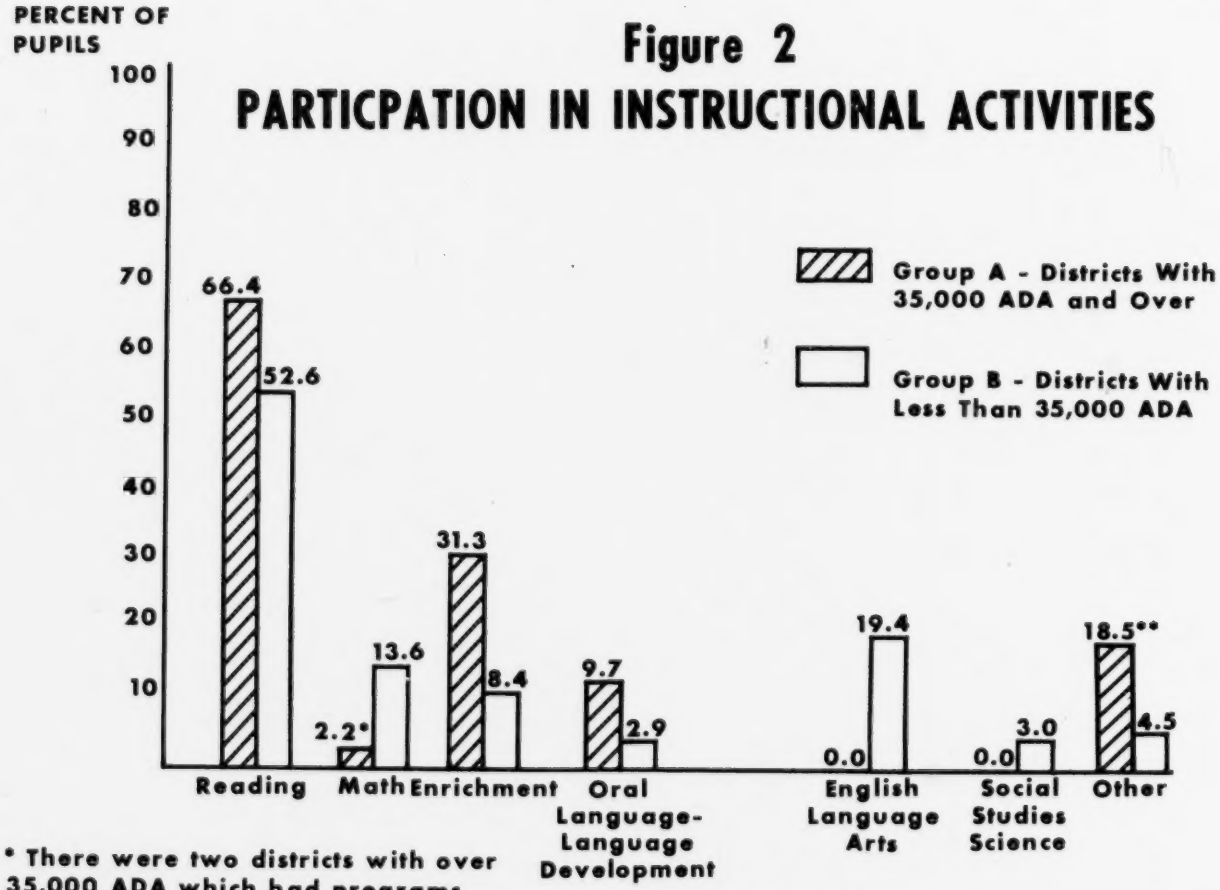
Approximately 80 percent of all the ESEA, Title I funds expended in Texas in School Year 1971-72 were for instructional activities. Almost all pupils who were identified as educationally disadvantaged received supplemental instruction in at least one area. Most districts which provided special instruction for disadvantaged children appeared to be concentrating their efforts on the basic curriculum areas. Districts indicated that most pupils were selected for participation in a supplementary instructional activity on the basis of a student's success in that area relative to his grade placement. Districts of 35,000 ADA and over initiated activities which were arranged so as to serve large numbers of children in an effective way, such as the use of reading clinics and special centers for learning. Districts with less than 35,000 ADA appeared to have used more conventional or traditional methods of approaching pupils' special learning needs. However, both groups of districts seemed to concentrate their efforts toward providing individual instruction to the pupil.

Figure 2 summarizes the instructional activities which were provided to disadvantaged children, either wholly or in part, through the use of Title I funds and the extent of participation in each activity. Note should be made that Preschool Education as a separate activity is not shown. Several districts isolated the instruction provided at this level as a distinct activity. However, the majority of the districts indicated the kinds of activities operated at that level. Therefore, it was inaccurate to present a certain percent of participants in preschool activities. Preschool participation in reading and math activities were reported by several of the Group B districts. The narrative description from those districts indicated that these were readiness programs. Reference can be made to Table 5 for the total number of children who were participants in Pre-Kindergarten and Kindergarten programs, and it is assumed that all of these children received instruction of some nature.

As noted in Figure 2, districts of 35,000 ADA and over provided instruction to the greatest number of children in the area of reading, with enrichment activities being the second area of concentration. Districts under 35,000 ADA provided instruction to the greatest number of disadvantaged pupils in reading and English language arts. None of the larger districts indicated English language arts activities. However, some of the enrichment and oral language activities had components which were considered to be language arts oriented.

The following information is shown in Tables 8 through 15 for each instructional activity operated in local school districts during the regular school term, 1971-72: (1) participants by grade level, (2) percent of participants by ethnicity, (3) dollars expended from ESEA, Title I in providing the instruction, and (4) the per pupil cost (computed on the basis of <u>all funds</u> which were expended in providing instruction).

Figure 2
PARTICPATION IN INSTRUCTIONAL ACTIVITIES



* There were two districts with over 35,000 ADA which had programs that included math components. It was impossible to separate the math aspects of the programs from the total programs, but approximately 3,000 pupils participated in these activities.

**Pupils involved in dropout programs and those which were served through the use of resource teachers were included with "Other".

Table 8

READING
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A*	Group B**
Prekindergarten	0	78
Kindergarten	0	1,783
1	9,819	20,258
2	12,892	20,885
3	11,744	26,274
4	8,582	24,349
5	6,312	23,339
6	6,356	15,963
7	4,098	13,260
8	3,264	11,051
9	2,778	2,826
10	2,845	1,542
11	2,507	1,490
12	2,215	913
Ungraded	1	1,268
Special Education	1,553	987
Total	74,966	166,266

* A - Districts 35,000 ADA and over
** B - Districts less than 35,000 ADA

PERCENT OF PARTICIPANTS
BY ETHNICITY

	Group A	Group B
Spanish Surname	47.9%	48.0%
Negro	41.0	21.0
Other	11.1	31.0

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for Reading	$5,082,907	$26,099,343
Percent of Total Title I Instructional Dollars Expended for Reading+	54.4%	76.3%

PER PUPIL EXPENDITURE
FROM ALL SOURCES FOR READING

Group A	$167
Group B	$194

+See Figure 3 for comparison of expenditures by instructional activity.

Table 9

MATH
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A*	Group B**
Prekindergarten	0	0
Kindergarten	0	654
1	701	3,433
2	723	3,588
3	0	4,332
4	0	4,666
5	0	4,599
6	0	4,600
7	414	4,851
8	427	4,860
9	37	2,377
10	79	941
11	97	815
12	31	911
Ungraded	0	151
Special Education	0	2,217
Total	2,509	42,995

* A - Districts 35,000 ADA and over
** B - Districts less than 35,000 ADA

PERCENT OF PARTICIPANTS
BY ETHNICITY

	Group A	Group B
Spanish Surname	55.5%	60.8%
Negro	43.7	23.7
Other	.8	15.5

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for Math	$330,491	$1,962,401
Percent of Total Title I Instructional Dollars Expended for Math+	3.5%	5.7%

PER PUPIL EXPENDITURE
FROM ALL SOURCES FOR MATH

Group A	$136
Group B	$ 46

+See Figure 3 for comparison of expenditures by instructional activity.

Table 10

ORAL LANGUAGE - LANGUAGE DEVELOPMENT
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A*	Group B**
Prekindergarten	1,085	0
Kindergarten	2,381	1,782
1	815	913
2	2,624	764
3	2,199	1,099
4	181	730
5	227	562
6	168	209
7	910	218
8	88	124
9	118	0
10	172	0
11	9	0
12	0	0
Ungraded	0	326
Special Education	0	2,319
Total	10,977	9,046

* A - Districts 35,000 ADA and over
**B - Districts less than 35,000 ADA

PERCENT OF PARTICIPANTS BY ETHNICITY

	Group A	Group B
Spanish Surname	75.5%	97.2%
Negro	17.8	.4
Other	6.7	2.4

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for Oral Language - Language Development	$613,228	$379,270
Percent of Total Title I Instructional Dollars Expended for Oral Language - Language Development+	6.6%	1.1%

PER PUPIL EXPENDITURE FROM ALL SOURCES FOR LANGUAGE

Group A	$114
Group B	$ 84

+See Figure 3 for comparison of expenditures by instructional activity.

Table 11

ENRICHMENT*
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A**	Group B***
Prekindergarten	120	42
Kindergarten	1,557	752
1	6,772	3,199
2	7,062	3,827
3	4,281	1,980
4	4,253	2,997
5	3,893	2,950
6	3,700	1,957
7	1,068	1,618
8	2,219	1,912
9	42	1,867
10	127	1,239
11	134	956
12	82	1,079
Ungraded	1	109
Special Education	163	210
Total	35,474	26,694

*Enrichment activities included music, art, drama, or any activity which would enrich the child's awareness of the environment outside the classroom.

**A - Districts 35,000 ADA and over

***B - Districts less than 35,000 ADA

PERCENT OF PARTICIPANTS
BY ETHNICITY

	Group A	Group B
Spanish Surname	25.0%	81.9%
Negro	71.2	90.0
Other	3.8	8.1

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for Enrichment	$87,483	$246,461
Percent of Total Title I Instructional Dollars Expended for Enrichment+	.9%	.7%

PER PUPIL EXPENDITURE
FROM ALL SOURCES FOR ENRICHMENT

Group A	$2.47
Group B	$16.00

+See Figure 3 for comparison of expenditures by instructional activity.

Table 12

PRESCHOOL EDUCATION*
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A**	Group B***
Prekindergarten	2,428	252
Kindergarten	2,905	2,483
Total	5,333	2,735

PERCENT OF PARTICIPANTS BY ETHNICITY

	Group A	Group B
Spanish Surname	44.4%	46.3%
Negro	50.0	67.8
Other	5.6	14.1

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for Preschool Education	$2,307,499	$1,766,407
Percent of Total Title I Instructional Dollars Expended for Preschool Education+	24.7%	5.1%

PER PUPIL EXPENDITURE FROM ALL SOURCES FOR PRESCHOOL EDUCATION

Group A	$534
Group B	$780 (estimated)

* Preschoolers were also reported in other activities, and therefore, those pupils and expenditures were included on the other tables. See page 21 for further explanation.

** A - Districts 35,000 ADA and over
***B - Districts less than 35,000 ADA

+See Figure 3 for comparison of expenditures by instructional activity.

Table 13

ENGLISH LANGUAGE ARTS*
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A**	Group B***
Prekindergarten	0	0
Kindergarten	0	7,487
1	0	7,894
2	0	6,962
3	0	6,312
4	0	5,301
5	0	4,420
6	0	3,139
7	0	3,928
8	0	3,836
9	0	567
10	0	618
11	0	543
12	0	156
Special Education	0	10,102
Total	0	61,265

PERCENT OF PARTICIPANTS BY ETHNICITY

	Group A	Group B
Spanish Surname	0	60.4%
Negro	0	29.3
Other	0	10.3

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for English Language Arts	$0	$2,567,020
Percent of Total Title I Instructional Dollars Expended for English Language Arts+	0	7.5%

PER PUPIL EXPENDITURE FROM ALL SOURCES FOR ENGLISH LANGUAGE ARTS

Group A	$ 0
Group B	$60

* Activities identified as English language arts included programs in English language (except reading) which involved the development of language skills, and the study of the English language, literature, composition, etc.

** A - Districts 35,000 ADA and over
*** B - Districts less than 35,000 ADA

+See Figure 3 for comparison of expenditures by instructional activity.

Table 14

SOCIAL STUDIES - SCIENCE
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A*	Group B**
Prekindergarten	0	0
Kindergarten	0	0
1	0	629
2	0	741
3	0	825
4	0	1,342
5	0	1,049
6	0	1,567
7	0	1,756
8	0	1,122
9	0	256
10	0	0
11	0	0
12	0	0
Ungraded	0	0
Special Education	0	84
Total	0	9,371

* A - Districts 35,000 ADA and over
** B - Districts less than 35,000 ADA

PERCENT OF PARTICIPANTS
BY ETHNICITY

	Group A	Group B
Spanish Surname	0	75.2%
Negro	0	16.3
Other	0	8.5

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for Social Studies - Science	$0	$529,599
Percent of Total Title I Instructional Dollars Expended for Social Studies - Science+	0	1.5%

PER PUPIL EXPENDITURE
FROM ALL SOURCES FOR SOCIAL STUDIES - SCIENCE

Group A	$ 0
Group B	$85

+See Figure 3 for comparison of expenditures by instructional activity.

Table 15

OTHER*
REGULAR TERM, 1971-72

PARTICIPANTS BY GRADE LEVEL

Grade Level	Group A**	Group B***
Prekindergarten	30	42
Kindergarten	818	98
1	5,361	7,234
2	3,811	591
3	2,734	382
4	2,955	494
5	2,749	598
6	1,410	464
7	257	979
8	77	1,015
9	120	605
10	77	604
11	93	435
12	185	407
Ungraded	14	0
Special Education	217	210
Total	20,908	14,158

* Examples of other activities include programs designed for children with learning disorders, physical education programs, parental involvement activities, and library services. Dropout programs and resource teachers were included also. Expenditures for these two activities were approximately $598,285. See narrative page 21.

PERCENT OF PARTICIPANTS
BY ETHNICITY

	Group A	Group B
Spanish Surname	45.7%	55.5%
Negro	37.5	22.8
Other	16.8	21.7

EXPENDITURES FROM TITLE I

	Group A	Group B
Dollars Expended for "Other" Activities	$908,337	$661,747
Percent of Total Title I Instructional Dollars Expended for "Other" Activities	9.7%	1.9%

PER PUPIL EXPENDITURE
FROM ALL SOURCES FOR "OTHER" ACTIVITIES

Group A	$47
Group B	$52

** A - Districts 35,000 ADA and over
***B - Districts less than 35,000 ADA

+See Figure 3 for comparison of expenditures by instructional activity.

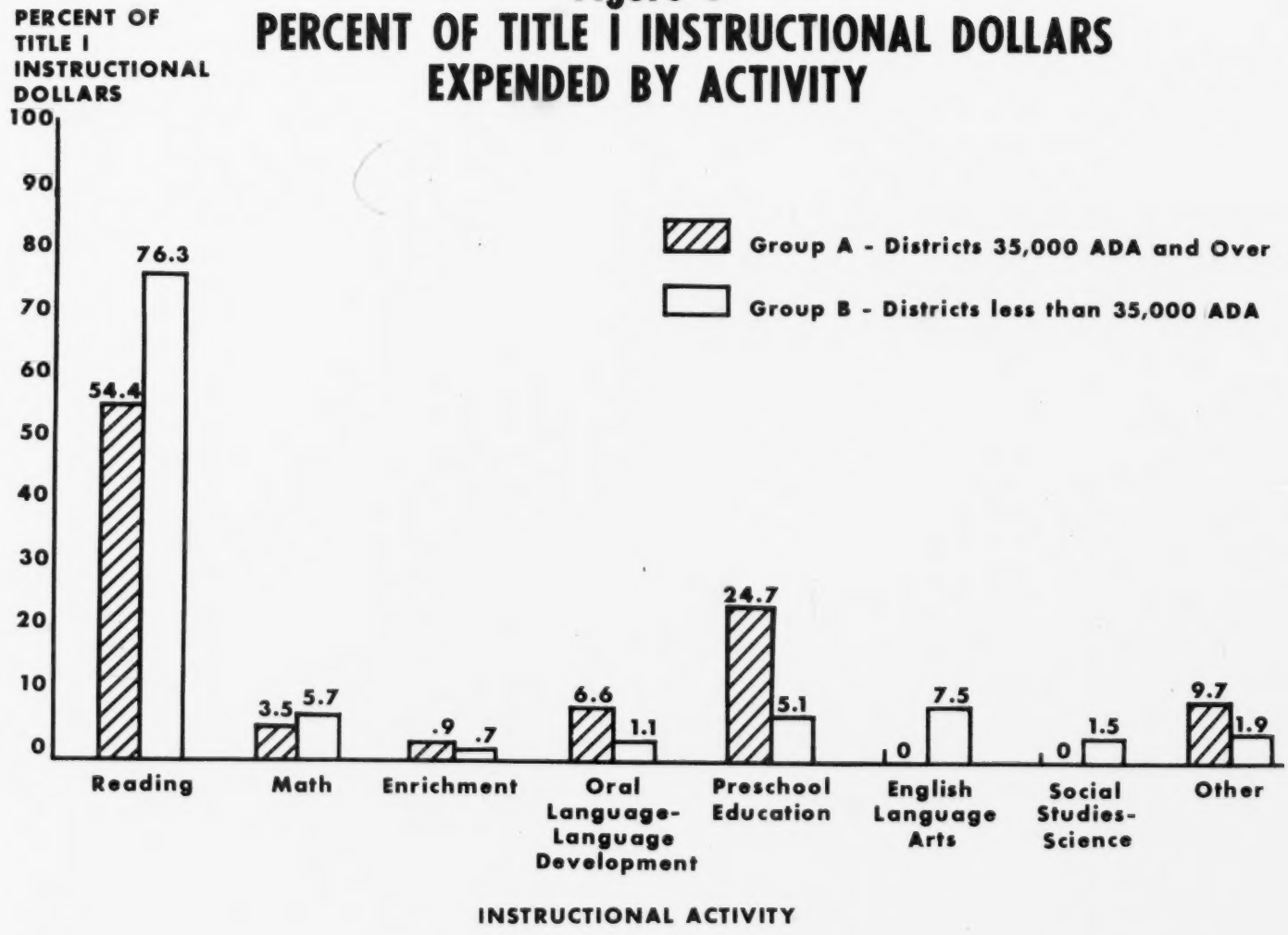
Figure 3 is a summation of the expenditure of Title I funds in instructional programs. The percentages presented in this figure indicate the percent of Title I funds expended of the total expended for instruction for each of the instructional activities. Preschool education is shown as a separate activity on this chart in order to convey the relatively high percent of funds which were expended in this area. However, as noted earlier in this report, children at the preschool level were included in other instructional areas. Therefore, part of the funds expended in those areas were also spent on preschool level children.

As presented in Figure 3, Group B districts expended a substantially greater percent of their funds on reading activities than did the larger districts (Group A districts). Table 8 substantiates this with a greater per pupil cost in the Group B districts in reading activities. The Group A districts spent approximately one-fourth of their Title I instructional dollars in preschool programs. However, Group B districts had a higher per pupil expenditure from all funding sources for preschool education, indicating that these districts expended a higher percent of state and local funds for instruction at the preschool level.

Districts with 35,000 ADA and over expended approximately six percent of their total dollars for dropout programs and resource teachers. (This is included with "Other" activities in Table 15 and Figures 2 and 3.) The dropout prevention programs were broad in nature and designed to keep potential dropouts in school. They included a counseling component especially designed to fit the needs of these pupils. Approximately 6,000 pupils were involved.

Resource teachers were used in several large districts to provide classroom teachers with the opportunity to learn new methods and approaches for working with disadvantaged children. These teachers served to improve the general knowledge of classroom teachers with whom they worked, as well as to accept responsibilities for planning special activities and programs designed for disadvantaged children. Approximately 12,000 children received additional benefits through the use of the resource teachers.

Figure 3
PERCENT OF TITLE I INSTRUCTIONAL DOLLARS EXPENDED BY ACTIVITY



PUPIL SERVICES

Pupil services were an important aspect of the total program in which disadvantaged children participated. One of the main problems which disadvantaged children consistently face is that of lack of resources at home to provide them with their basic needs and the needs which arise in relation to special problems. Research of many educators and well-known researchers (e.g. Bloom, Coleman, etc.) has concluded that there is almost unanimous agreement that the prior satisfaction of the so called basic needs is necessary before human beings can become concerned with and perform higher-level functions.

The schools have increasingly played a larger role in providing pupils with these basic needs. Pupil services were therefore provided to serve as a supplement to the instructional program and to enhance the learning capabilities of children in order that they might have a better chance to succeed in those programs.

Table 16 presents the services which were provided to disadvantaged pupils and, by grade span, the number of children who received each service. These data are presented for both groups of school districts. The percent of total participants by strata receiving a service is shown at the bottom of each column. These data include all services provided to children who were identified as eligible for participation in Title I funded programs, regardless of the source of funds which were used to provide these services. Approximately $11.6 million in ESEA, Title I funds were used for this purpose. Group A districts, those with 35,000 ADA and over, accounted for the use of approximately 35 percent of this amount. Group A districts expended approximately 30 percent of their total Title I allocations for pupil services compared to 18 percent expended by Group B districts.

Table 17 indicates the sources of funds used by school districts for providing pupil services to disadvantaged children. The percent of the total expended for services is shown by strata for each source of funds. In Strata I, almost all services were provided to disadvantaged children through the use of some type of federal funds. Approximately 40 percent of the funds used in Strata II, III, and IV to provide services to these children were from state and local sources.

Table 16

PARTICIPATION OF DISADVANTAGED CHILDREN
IN PUPIL SERVICES

GRADE SPAN	Social Services		Clothing		Transportation		Fees		Guidance and Counseling		Psychological Services	
	Group A*	Group B**	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Pre Kindergarten	1,179	-	27	56	2,310	86	-	78	870	86	-	14
Kindergarten	2,138	3,646	18	865	2,608	3,922	600	1,879	1,601	4,470	157	1,096
1 - 6	21,736	38,738	12	10,632	28,521	38,198	5,699	7,103	30,010	88,761	3,958	13,270
7 - 12	20,026	9,703	11	1,899	6,516	9,248	1,000	2,462	29,774	46,569	727	3,523
Ungraded El. & Sec.	-	98	-	227	1	700	-	-	-	816	-	250
Special Education	125	1,666	-	1,149	42,337	1,414	-	542	764	6,121	1,388	2,114
TOTAL	45,204	53,851	68	14,828	82,293	53,568	7,299	12,064	63,019	146,823	6,230	20,267
% of total participants	40.0	17.0	.06	4.7	72.8	16.9	6.5	3.8	55.8	46.4	5.5	6.4

GRADE SPAN	Food Breakfast		Food Snack		Food Lunch		Dental Referral		Dental Treatment		Medical Referral		Medical Treatment	
	Group A*	Group B**	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Pre Kindergarten	1,775	120	1,081	1,000	2,766	302	419	224	134	56	1,660	224	156	-
Kindergarten	1,845	2,242	934	3,769	2,589	14,377	179	11,248	109	839	501	2,031	212	2,164
1 - 6	20,830	21,124	-	11,614	55,675	158,745	211	21,192	1,571	7,055	6,332	25,743	2,265	11,899
7 - 12	1,058	586	-	-	13,017	58,375	508	4,485	342	1,665	2,147	9,780	660	5,306
Ungraded El. & Sec.	-	1,507	-	-	-	1,796	-	-	-	162	-	244	-	156
Special Education	387	817	-	125	1,034	7,493	-	189	-	509	295	1,437	10	1,021
TOTAL	25,895	26,396	2,015	16,508	75,081	241,088	3,317	37,338	2,156	10,286	10,935	39,459	3,303	20,546
% of total participants	22.9	8.3	1.8	5.2	66.5	76.2	29.4	11.8	19.1	3.3	9.7	12.5	2.9	6.5

*A - Districts 35,000 ADA and Over

**B - Districts less than 35,000 ADA

Table 17 PERCENT OF TOTAL EXPENDITURES FOR PUPIL SERVICES TO DISADVANTAGED CHILDREN BY SOURCE OF FUNDS

STRATA	TITLE I FUNDS	OTHER FEDERAL FUNDS*	STATE FUNDS	LOCAL FUNDS
I	88.1%	10.6%	1.2%	.1%
II	54.5	6.9	26.7	11.8
III	63.4	2.7	25.2	8.7
IV	56.6	3.4	28.5	14.4

*This column does not include funds provided through the National School Lunch Program and Special Milk Program. Expenditures from these sources were collected separately and indicate that a very high percent of disadvantaged pupils were provided with lunches and/or milk from these sources.

As noted in Table 16, Group A districts provided social services to a greater percent of disadvantaged pupils than did Group B districts. Social services included services provided to the family of students having problems in the school setting. These services were provided by visiting teachers, social workers, home visitors, family consultants, or other personnel employed by the district who visited in the home for the primary purpose of serving as a liaison between the school, the community, and any other agencies which could have been of service to the family. The larger districts were able to assemble a greater variety of resources and were able to employ more professional personnel in this specialized area than were the Group B districts.

In the area of transportation, which included only the provision of transportation for students in the population group to attend special activities which were outside the ordinary transportation services provided by the district, the Group A districts provided this service to almost three-fourths of all participants in Title I funded programs while Group B districts provided this service to less than 20 percent of the participants in that group.

In the area of dental referrals, Group A districts referred approximately 18 percent more pupils to dentists for further examination than did Group B districts. This might be an indication that large districts were conducting a more comprehensive screening of pupils for dental problems than were Group B districts. In Group A districts, 65 percent of all pupils who were referred for dental problems received treatment for these problems. However, in Group B districts, only 28 percent of the pupils who were referred received treatment.

In the area of medical treatment, a greater percent of the participants in Group B were referred to medical doctors for treatment. In Group B

districts, 52 percent of all pupils referred for health problems were treated, while only 30 percent of the pupils who were referred in Group A received treatment.

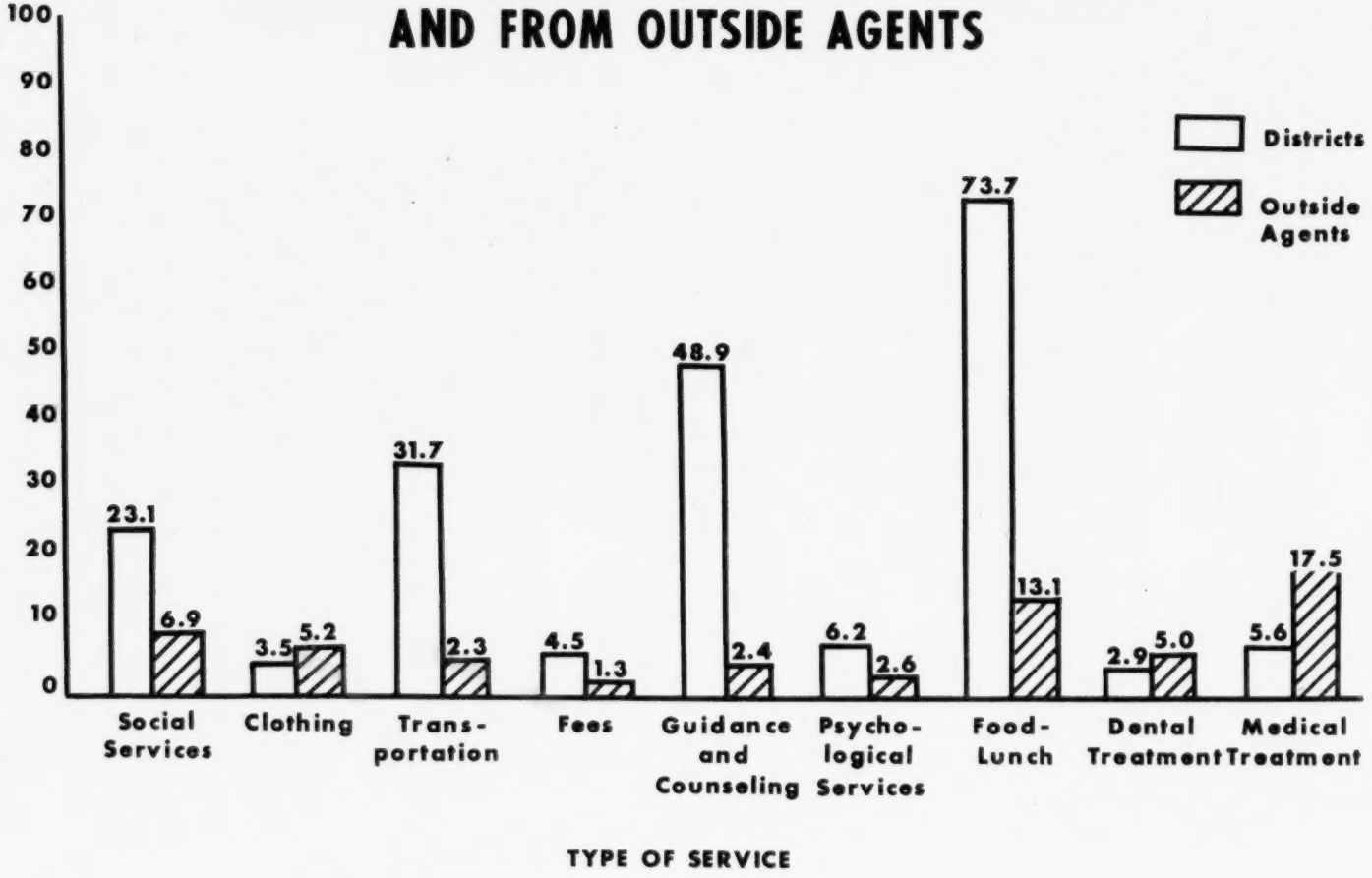
Agents outside the local school district have played an important role in providing welfare-services to disadvantaged children. In the area of medical services, these outside agents provided for the treatment of a greater percent of disadvantaged children than did the local school districts. The agents included those of the federal government, such as OEO, National Teacher Corps, the Department of Labor, etc.; the state of Texas, such as the State Health Department, the Regional Education Service Centers, Public Welfare Agency, etc.; and local agents such as service organizations, city agencies, private centers and foundations, etc. Figure 4 shows the percent of total disadvantaged pupils who received pupil services through the local school district and the percent who received pupil services through the efforts of outside agents.

Agents outside the school district provided instructional and recreational activities for disadvantaged children as well as pupil services. In Group A districts, 14 percent of the disadvantaged children received instruction through sources other than the school. The National Teacher Corps, Neighborhood Youth Corps, and Model Cities provided the majority of this instruction. However, service organizations, churches, county and city agencies, and private individuals augmented the instruction that pupils received in school through the provision of tutorial services.

In Group B districts, only 18 percent of the disadvantaged children received any instruction from outside agents. However, many of these other agents were not available to pupils outside the large school district areas.

Recreational services were provided to 9 percent of the disadvantaged children in Group A districts and 6 percent of the children in Group B districts. These activities were provided, in large part, through the efforts of private centers and foundations, private individuals, city agencies, and churches.

Figure 4
PERCENT OF DISADVANTAGED CHILDREN RECEIVING PUPIL SERVICES FROM THE SCHOOL DISTRICT AND FROM OUTSIDE AGENTS



PERSONNEL

Table 18 displays the total number of personnel who served in programs for the disadvantaged. These personnel positions were not necessarily funded through ESEA, Title I. They were, however, the personnel who provided the services to pupils shown in Table 16 and the instruction which was provided to pupils shown in Tables 8 through 15.

Most of the teachers who worked in programs for the educationally disadvantaged had at least a bachelors degree. In districts of 35,000 ADA and over (Group A), approximately 30 percent of all the teachers had a masters degree, while in districts of less than 35,000 ADA (Group B), approximately 20 percent of the teachers had masters degrees.

Table 18 NUMBER OF PERSONNEL SERVING IN PROGRAMS FOR THE DISADVANTAGED

Personnel Position	Group A*	Group B**
Teachers - Elementary	1,167	3,505
Teachers - Secondary	83	713
Teachers - Elementary and Secondary	8	424
Guidance Counselors - Secondary	23	118
Guidance Counselors - Elementary and Secondary	1	249
Social Services Personnel	44	113
Teacher Aides	796	3,743

*A - Districts 35,000 ADA and Over
**B - Districts less than 35,000 ADA

The majority of the teacher aides who served in special programs were non-degreed personnel. However, in districts of less than 35,000 ADA, 23 percent of the teacher aides had bachelors degrees and in districts of 35,000 ADA and over, approximately 6 percent of the aides were degreed personnel.

Approximately 85 percent of the guidance and counseling personnel in both groups of districts had masters degrees, while 8 percent of the personnel who provided social services to disadvantaged pupils held no degree. These personnel were in districts of less than 35,000 ADA.

Approximately one-fourth of the teachers who served in programs for the disadvantaged were new to the program in school year 1971-72 while another

fourth had served in these programs for four or more years. There was a relatively small percent of personnel who had been in the program for three years, which might indicate that many of the teachers work in special programs for two years, but then either change to campuses where there are no disadvantaged children or terminate their careers for a period of time. This same kind of situation appeared to exist with guidance and counseling personnel.

Teacher aides in districts of less than 35,000 ADA were more evenly distributed by years of experience. However, in districts of 35,000 ADA and over, almost half of the teacher aides served in programs for the disadvantaged for the first time in School Year 1971-72. Approximately 10 percent had served in these kinds of programs for three or more years.

In districts of 35,000 ADA and over, approximately two-thirds of the elementary level teachers in programs for the educationally disadvantaged spent up to one-fourth of their time teaching in those programs. However, in districts of less than 35,000 ADA, two-thirds of the elementary teachers who provided instructions in special programs spent 75-100 percent of their time teaching disadvantaged children.

Approximately one-half the secondary teachers who provided instruction to educationally disadvantaged children in districts of 35,000 ADA and over spent 75-100 percent of their time teaching in the special programs. Three-fourths of the secondary teachers in the smaller districts spent 75-100 percent of their time in these programs.

Over 90 percent of the teacher aides who were involved in instructional activities for the disadvantaged spent 75-100 percent of their time working in these programs. Approximately two-thirds of the guidance and counseling personnel who provided these services to disadvantaged pupils in districts of 35,000 ADA and over spent over 75 percent of their time with these pupils. However, in smaller districts only 20 percent of the guidance personnel in the special programs spent over 75 percent of their time with these children.

STAFF DEVELOPMENT ACTIVITIES FOR PERSONNEL IN PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

Table 19 indicates the number and percent of teachers and teacher aides providing instructional activities to disadvantaged children who participated in staff development activities. Almost all of these personnel were involved in workshops while approximately one-fourth of the teachers participated in study groups and one-third were involved in project visitations.

Approximately 25 percent of the teacher aides in districts of less than 35,000 ADA participated in study groups, but in larger districts only 10 percent participated in activities of this nature. Approximately 11 percent of all the aides were involved in project visitations.

Eight percent of the teachers in districts of 35,000 ADA and over and six percent in districts of less than 35,000 ADA attended college courses paid for by the school district. About three percent of all the teacher aides were provided the opportunity to attend college courses paid for by the district.

Table 19 STAFF DEVELOPMENT ACTIVITIES FOR TEACHERS AND TEACHER AIDES WHO PROVIDED INSTRUCTIONAL ACTIVITIES TO DISADVANTAGED CHILDREN

	Group A*	Group B**
Number of Teachers Who Received Training	1,247	4,089
Percent of All Teachers in Program for the Disadvantaged Who Received Training	99.1%	88.1%
Percent of Teachers Who Participated in Combined Training for Teachers and Aides		
Number of Teacher Aides Who Received Training	685	3,516
Percent of All Teacher Aides in Programs for the Disadvantaged Who Received Training	86.1%	94.0%
Percent of Teacher Aides Who Participated in Combined Training for Teachers and Aides	79.0%	91.0%

*Group A - Districts 35,000 ADA and Over
**Group B - Districts less than 35,000 ADA

DROPOUT INFORMATION

Dropout information is shown in Tables 20, 21, and 22. Each of the tables indicate the total number of dropouts and the dropouts from the disadvantaged population group by grade level and by reason for dropping out. The section of the table which indicates the disadvantaged dropouts should have included all pupils who could have been identified as disadvantaged, regardless of their participation in ESEA, Title I funded programs. However, there were a few districts which indicated that they could identify disadvantaged dropouts only by their previous participation in Title I funded programs.

Table 20 provides dropout data for districts of less than 35,000 ADA. In these districts, approximately 71 percent of all the dropouts were at Grades 9-11; 12 percent were at Grade 12; and 13 percent were at Grades 7-8. Four percent of the dropouts were at Grades 5 and 6. Dropouts from the disadvantaged population of this group of districts were in approximately the same ratio by grade level as were the dropouts from the total enrollment, indicating that the pupils in the disadvantaged population did not leave school to any greater extent than did any other pupils. However, the percent of disadvantaged dropouts at Grades 7 and 8 (19 percent) was higher than for the total school enrollment. Note should also be made that only 10 percent of all the disadvantaged dropouts were at the twelfth grade level when they left school. It appears that for this group of pupils, the completion of the ninth grade is the most critical stage in their educational program. In Grades 10-12 the greatest number of disadvantaged pupils left school for economic reasons, with marriage/pregnancy being the second greatest reason for dropping out. From the total school enrollment at Grades 10-12, the largest number of pupils left school for the reason of marriage/pregnancy.

Table 21 includes dropouts from districts with 35,000 ADA and over. However, it excludes data from the two largest school districts in the state. The manner in which these districts reported dropout data was not comparable with the other data. Therefore, it is exhibited separately in Table 22.

Examination of the data in Table 21 indicates that the percent of dropouts by grade level for the disadvantaged population in districts of 35,000 ADA and over is approximately the same as it was for districts with less than 35,000 ADA. However, the percent of dropouts from the total school enrollment in Grades 9-12 was greater in the larger districts than in the districts with less than 35,000 ADA. Only 6 percent of all the dropouts in this group of districts were at Grades 5 and 6; 1 percent were from Grades 7 and 8; 75 percent from Grades 9-11; and 14 percent from Grade 12. The reasons for which pupils left school were approximately the same for dropouts from the total school enrollment and dropouts from the disadvantaged population.

Table 22 is a summary of the pupils who dropped out of school during the regular term, 1971-72, in Houston ISD and Dallas ISD only. This information is presented by grade spans. Approximately 5 percent of the dropouts from the total school enrollment were in Grades 5 and 6 when they

left school; 22 percent were in Grades 7-9; and 73 percent were in Grades 10-12. However, of those dropouts who were considered to be disadvantaged, 7 percent left school when they were in Grades 5 and 6; 43 percent left school in Grades 7-9; and 50 percent left school after entering high school. That is, in these large districts half of the disadvantaged dropouts were below the secondary level when they left school.

In these two districts, the largest number of pupils dropped out for economic reasons. The next reason for dropping out was listed as "curriculum unsuited to pupil's needs." A smaller percent of the total dropouts left school for marriage/pregnancy reasons in these two districts than in the other two groups of districts (12 percent in the two large districts, 16 percent in the other districts with 35,000 ADA and over, and 20 percent in districts with less than 35,000 ADA).

Table 20

DROPOUT INFORMATION
FROM DISTRICTS WITH LESS THAN 35,000 ADA

REASON FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	35	68	43	108	271	213	223	178	1,139
Mental	2	102	106	135	244	221	243	131	1,184
Economic	293	357	513	602	2,076	1,978	1,797	818	8,434
Marriage/Pregnancy	2	30	239	601	1,422	2,307	2,008	1,476	8,085
Underachiever/Overage	15	129	507	586	1,970	1,389	1,756	683	7,035
Lack of Communication Skills*	92	78	54	156	325	249	269	139	1,362
Disciplinary Action	37	75	207	322	690	685	651	290	2,957
Curriculum Unsuited to Pupil's Needs**	8	10	121	204	599	810	574	458	2,784
Court Jurisdiction	16	2	151	152	173	108	71	76	749
Other	73	101	320	258	2,069	2,062	1,617	867	7,367
Total Per Grade	573	952	2,261	3,124	9,839	10,022	9,209	5,116	41,096

REASON FOR DROPPING OUT	DROPOUTS FROM DISADVANTAGED POPULATION AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	19	21	13	30	87	53	82	52	357
Mental	2	60	58	76	45	51	69	4	365
Economic	242	314	415	413	1,666	1,251	908	669	5,878
Marriage/Pregnancy	2	16	188	365	587	834	576	435	3,003
Underachiever/Overage	11	101	340	417	881	495	577	282	3,104
Lack of Communication Skills	92	78	50	123	196	102	168	30	779
Disciplinary Action	4	18	108	105	293	146	169	82	925
Curriculum Unsuited to Pupil's Needs	6		63	120	399	381	236	169	1,374
Court Jurisdiction	2		126	107	68	52	32	6	393
Other	24	50	157	119	560	469	240	139	1,758
Total Per Grade	404	658	1,518	1,875	4,782	3,834	2,997	1,868	17,936

*Lack of Communication Skills - level of pupil's skills prevents adequate written or verbal communication in the school environment.

**Curriculum Unsuited to Pupil's Needs - course offerings not sufficiently diverse to accommodate a variety of pupil interests and aspirations (inadequate occupational training courses, etc.).

Table 21

DROPOUT INFORMATION
FROM DISTRICTS WITH 35,000 ADA AND OVER
(Two large districts are not included; see Table 22)

REASON FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	1	5	22	14	61	82	65	29	279
Mental		2	3	4	17	11	5	3	45
Economic		2	28	42	209	531	477	277	1,566
Marriage/Pregnancy		3	42	84	188	304	319	218	1,158
Underachiever/Overage		1	16	30	191	220	212	141	811
Lack of Communication Skills*		5	11	15	52	103	114	46	346
Disciplinary Action		7	22	38	124	184	183	55	613
Curriculum Unsuited to Pupil's Needs**		2	13	20	102	131	186	68	522
Court Jurisdiction		5	7	13	12	8			45
Other		11	157	194	296	568	392	170	1,788
Total Per Grade	1	43	321	454	1,252	2,142	1,953	1,007	7,173

REASON FOR DROPPING OUT	DROPOUTS FROM DISADVANTAGED POPULATION AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	7	5	33	20	30	48	30	9	182
Mental		1	6	3	7	3	9	9	38
Economic		1	15	31	109	410	313	169	1,048
Marriage/Pregnancy		5	51	88	145	170	162	75	696
Underachiever/Overage		2	19	28	100	67	70	22	308
Lack of Communication Skills		4	10	14	29	34	20	15	126
Disciplinary Action		1	37	44	60	77	55	26	300
Curriculum Unsuited to Pupil's Needs	4	13	12	22	48	149	69	53	370
Court Jurisdiction	2	6	22	25	15	4			74
Other	8	17	137	135	169	313	210	152	1,141
Total Per Grade	21	55	342	410	712	1,275	938	530	4,283

*Lack of Communication Skills - level of pupil's skills prevents adequate written or verbal communication in the school environment.

**Curriculum Unsuited to Pupil's Needs - course offerings not sufficiently diverse to accommodate a variety of pupil interests and aspirations (inadequate occupational training courses, etc.).

Table 22

DROPOUT INFORMATION
FROM HOUSTON ISD AND DALLAS ISD

REASON FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT			
	5 - 6	7 - 9	10 - 12	Total
Physical	94	196	706	996
Mental	16	46	43	105
Economic	46	357	1,631	2,034
Marriage/Pregnancy	8	251	524	783
Underachiever/Overage	7	31	755	793
Lack of Communication Skills*	2	1	95	98
Disciplinary Action	7	45	71	123
Curriculum Unsuited to Pupil's Needs**	49	341	516	906
Court Jurisdiction	36	159	66	261
Other	27	51	468	546
Total Per Span	292	1,478	4,875	6,645

REASON FOR DROPPING OUT	DROPOUTS FROM DISADVANTAGED POPULATION			
	5 - 6	7 - 9	10 - 12	Total
Physical	7	43	19	69
Mental	2	16	5	23
Economic	3	77	185	265
Marriage/Pregnancy	20	83	84	187
Underachiever/Overage	4	58	51	113
Lack of Communication Skills	3	20	8	31
Disciplinary Action		49	41	90
Curriculum Unsuited to Pupil's Needs	13	24	164	201
Court Jurisdiction	2	42	1	45
Other	29	127	52	208
Total Per Span	83	539	610	1,232

* Lack of Communication Skills - level of pupil's skills prevents adequate written or verbal communication in the school environment

**Curriculum Unsuited to Pupil's Needs - course offerings not sufficiently diverse to accommodate a variety of pupil interests and aspirations (inadequate occupational training courses, etc.).

FOLLOW-UP OF 1970-71 GRADUATES

Table 23 is a report of the activities of the 1970-71 graduates since they left the public schools. The information is shown for districts of 35,000 ADA and over and districts of less than 35,000 ADA. In each group, a comparison is shown between the total number of graduates in 1970-71 and those graduates who were considered to be disadvantaged. (Districts were to have reported all graduates who were considered to be educationally/economically disadvantaged, regardless of their previous participation in Title I funded programs.) The percentages were based on the total number of graduates in each of the population groups. In both groups of districts, approximately 19 percent of the total graduates were disadvantaged. However, there were no other such close similarities between the data collected from the two groups of districts.

A greater percent of the total graduates in districts of less than 35,000 ADA had received occupational training in high school than had graduates in districts of 35,000 ADA and over. In both groups of districts, however, a greater percent of the disadvantaged students had received occupational training.

In districts of 35,000 ADA and over, 62 percent of all graduates continued their education at a higher level compared to 52 percent in districts of less than 35,000 ADA. In large districts, 47 percent of the disadvantaged graduates were attending college, which was a greater percent than that shown for the total graduates in districts of less than 35,000 ADA.

Several other facts not addressed in Table 23 should be noted. Of the graduates who were employed, approximately 96 percent of the total who had received occupational training in large districts were employed in the area in which they had received training. However, of the disadvantaged graduates in large districts, only 50 percent of those who had occupational training were employed in the area of their training. From these data, it would appear that large school districts are doing an excellent job of meeting the needs of general students who are enrolled in training for gainful employment, but need to reassess counseling, training, and placement activities for disadvantaged students.

In districts of less than 35,000 ADA, 24 percent of the total graduates who had received occupational training in high school were employed in the area of their training. Almost 30 percent of the disadvantaged students who received training were employed in the area of their training. It is suggested that school districts of less than 35,000 ADA examine their total curriculum to determine if it is realistic in terms of actual and anticipated opportunities for gainful employment or in preparing students to continue their education at a higher level.

Approximately 26 percent of all the graduates in districts of less than 35,000 ADA were employed in 1972; 51 percent went on to further education.

In districts of 35,000 ADA and over, 19 percent were employed; 61 percent went on to further training. Thirty-six percent of the disadvantaged graduates in the smaller districts were employed and 35 percent went on to school compared to 21 percent of the disadvantaged graduates in districts 35,000 ADA and over who were employed and 55 percent who went on to college.

TABLE 23

FOLLOWUP OF 1970-71 GRADUATES

		NUMBER OF GRADS WHO RECEIVED OCCUPATIONAL TRAINING AT SECONDARY LEVEL	NUMBER OF GRADS CONTINUING EDUCATION		NUMBER OF GRADS EMPLOYED		NUMBER OF GRADUATES ENTERING THE ARMED FORCES
* * * * * * * * *	* * * * * *	* * * * * * * * * * *	College	Training	Occupational Training Area	Other Areas	* * * * * *
Total Graduates from districts of less than 35,000 ADA	115,389	52,533 45.5%	50,886 44.1%	8,509 7.4%	12,441 10.8%	17,191 14.8%	4,567 4.0%
Disadvantaged Graduates from Districts of less than 35,000 ADA	22,873	13,774 60.2%	5,868 25.7%	2,198 9.6%	4,118 18.0%	4,186 18.3%	1,684 7.4%
Total Graduates from Districts of 35,000 ADA and over	41,424	5,860 14.1%	22,751 54.9%	2,806 6.8%	5,255 12.7%	2,621 6.3%	1,071 2.6%
Disadvantaged Graduates from Districts of 35,000 ADA and over	7,314	2,192 30.0%	3,460 47.3%	564 7.7%	1,102 15.1%	416 5.7%	162 2.2%

TEST DATA

Test data were examined and analyzed from all districts in the sample who submitted this information. Unlike the other data included in this report, these data reflect only the achievement of pupils in the districts sampled. However, the number of pupils from whom information was available is greater than in the past. For example, usable reading test data were available from 57 percent of all the pupils in the sample districts who received special treatment in reading.

Districts reported test information on pupils in reading and math programs which were funded either wholly or in part by ESEA, Title I. The districts reported data on a pupil if they had both a pretest and post-test score from the same standardized achievement test instrument. If they did not have both scores for a pupil, no information was reported. The format used to gather these data utilized both the difference between a pupils' pre and post-test scores and the length of time which the pupil had received instruction. The resultant presentation was an average of the gain (or loss) which a pupil had made per month. For example, if a pupil showed a gain of 1.2, that pupil had averaged slightly more than the equivalent of one months' achievement for each month which he received that instruction. A gain of .1 meant that a pupil had achieved an average of only one-tenth of a month of achivement for each month he was instructed.

Districts also reported the mean grade equivalents for the same group of pupils for whom they reported average monthly gains (or losses). These were reported from both the pre and post-test. This information was an indication of the relationship between achievement and grade placement. Knowledge about the gain (or loss) which a pupil makes is meaningful only when it is related to the point at which a pupil was achieving when he began the treatment period (his placement at the time of pretesting).

Test data were combined according to the type of standardized achievement subtest scores which were reported by school districts (i.e., reading composite, reading comprehension or math composite scores) and according to grade level. In the first analysis of data available from each group of districts, the percent of pupils who made gains or losses is shown. (The pupils were grouped according to those who showed an average of two months or greater gain per month; those showing 1.0 to 1.9 months gain per month; those showing a gain of .5 to .9 months gain per month; those showing .1 to .4 months gain per month; those pupils who made "no change" (0); and those pupils showing losses (-.1 and greater loss). For each group of districts another analysis shows by grade level the mean grade equivalent scores for pupils on the subtests from which scores were available for both the pre and post-tests.

Reading Composite Scores (Total Reading Battery) - Districts Less Than 35,000 ADA - Tables 24 and 25

At all grade levels, the analysis of reading composite scores indicates

that approximately 65 percent to 75 percent of all the pupils from whom information was available made gains of .5 per month or greater. Approximately 50 percent of all these pupils showed an average of one months gain per month of instruction. At the seventh grade level, approximately 60 percent of all the pupils showed gains of 1.0 or greater per month of instruction. These reading composite scores reflect pupil's achievement on comprehension, vocabulary and spelling subtests. When the scores from these subtests are combined, they are often higher than the comprehension subtests alone.

However, on the other end of the spectrum, from 9 percent to 26 percent (differing by grade level) showed either "no change" or losses. Approximately 15 percent of pupils showed losses at Grades 4-7. At Grades 8 and 9, the percent of pupils showing losses was approximately 25 percent.

At Grades 10-12, from 40 percent to 50 percent of the pupils for whom data were available showed gains of two or more months per month of instruction. However the sampling of pupils at Grades 9-12 was low, even through the number of participants also declined after the ninth grade level.

Table 24 READING COMPOSITE GAIN (LOSS) SCORES PER MONTH FOR DISTRICTS LESS THAN 35,000 ADA

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	1,344	9.9%	36.4%	28.3%	16.1%	5.1%	4.2%
3	2,035	14.5	29.9	24.0	17.9	4.1	9.5
4	2,094	15.6	32.4	19.9	13.8	3.6	14.8
5	1,746	16.7	31.4	20.8	13.5	3.5	14.1
6	1,443	18.4	26.7	22.6	13.7	4.0	14.6
7	1,168	39.3	19.2	11.2	10.0	3.7	16.6
8	783	27.1	21.2	10.9	9.5	4.2	27.2
9	271	30.3	26.2	9.6	7.0	3.3	23.6
10	173	43.9	23.7	9.8	6.9	1.2	14.5
11	88	40.9	13.6	12.5	10.2	4.5	18.2
12	141	52.5	19.9	6.4	9.9	2.1	9.9

Table 25

READING COMPOSITE
GRADE EQUIVALENT MEAN SCORES
FOR DISTRICTS LESS THAN 35,000 ADA

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	1,344	1.4	2.2	.8
3	2,035	2.0	2.8	.8
4	2,094	2.8	3.4	.6
5	1,746	3.3	4.1	.8
6	1,443	4.0	4.8	.8
7	1,168	4.7	5.8	1.1
8	783	5.2	5.8	.6
9	271	5.7	6.6	.9
10	173	7.1	8.1	1.0
11	88	8.0	8.9	.9
12	141	9.5	10.7	1.2

Reading Comprehension Scores - Districts Less Than 35,000 ADA - Tables 26 and 27

An examination of the reading comprehension scores indicated that pupils did not show as much gain on the comprehension subtests as they showed on the total reading batteries. In Grades 2-8, approximately 17 percent of the pupils made .5 months or greater gain per month and approximately 46 percent showed gains of 1.0 or greater per month of instruction.

Table 26 READING COMPREHENSION GAIN (LOSS) SCORES PER MONTH
FOR DISTRICTS LESS THAN 35,000 ADA

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	556	15.6%	23.0%	22.8%	28.2%	5.0%	5.2%
3	731	21.8	36.8	17.1	12.6	4.0	7.8
4	581	18.6	29.1	18.4	17.6	5.0	11.4
5	535	10.1	37.9	15.9	14.6	6.9	14.6
6	375	15.5	25.3	15.2	15.7	5.3	22.9
7	127	20.5	26.0	11.8	10.2	3.9	27.6
8	71	16.9	32.4	11.3	8.5	7.0	23.9
9	63	9.5	14.3	9.5	15.9	1.5	49.2

Table 27

READING COMPREHENSION
GRADE EQUIVALENT MEAN SCORES
FOR DISTRICTS LESS THAN 35,000 ADA

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	556	1.4	2.0	.6
3	731	1.7	2.7	1.0
4	581	2.5	3.2	.7
5	535	3.0	4.0	1.0
6	375	3.7	4.3	.6
7	127	4.1	5.1	1.0
8	71	5.0	5.5	.5
9	63	5.3	5.5	.2

Math Composite Scores (Total Math Battery) - Districts Less Than 35,000 ADA - Tables 28 and 29

The number of pupils for whom test data were available in math was less than in reading. However, as noted in Table 9, the number of participants in math programs was considerably less than the number who participated in reading programs.

Analysis of the math gain scores indicates that approximately 62 percent of all the pupils for whom data were available showed gains of .5 months and greater per month of instruction. At Grades 2-4, approximately 47 percent of the pupils showed gains of 1.0 or greater per month; at Grades 7 and 8, 57 percent and 48 percent, respectively, made gains of 1.0 or greater. Pupils showing "no change" or losses on the math composite scores ranged from 15 percent to 25 percent.

Table 28

MATH COMPOSITE GAIN (LOSS) SCORES PER MONTH
FOR DISTRICTS LESS THAN 35,000 ADA

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	367	13.6%	32.4%	19.9%	19.1%	4.1%	10.9%
3	320	11.9	31.9	14.1	25.3	4.7	12.2
4	424	15.6	34.2	14.2	15.3	3.1	17.7
5	394	13.7	27.2	12.9	21.3	7.4	17.5
6	280	18.6	20.0	18.2	24.6	5.7	12.9
7	317	36.9	19.9	11.7	17.0	5.4	9.1
8	266	21.1	26.7	17.7	18.4	2.3	13.9

Table 29

MATH COMPOSITE
GRADE EQUIVALENT MEAN SCORES
FOR DISTRICTS LESS THAN 35,000 ADA

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	367	1.6	2.4	.8
3	320	2.2	2.8	.6
4	424	3.1	3.9	.8
5	394	3.8	4.4	.6
6	280	4.2	4.9	.7
7	317	5.4	6.4	1.0
8	266	6.4	6.9	.5

Reading Composite Scores - Districts 35,000 ADA and Over - Tables 30 and 31

Districts 35,000 ADA and over which operated reading programs for the disadvantaged, excluding Houston ISD and Corpus Christi ISD, submitted reading composite scores. Approximately 20 percent of the pupils in special reading programs were shown in this analysis of test data. According to the data shown in Table 30, over 50 percent of the pupils at all grade levels made gains of 1.0 and greater per month of instruction. The mean gains by grade level shown in Table 31 were not as great as might be anticipated if compared to the .7 expected gain for a disadvantaged child.

Table 30 READING COMPOSITE GAIN (LOSS) SCORES PER MONTH
FOR DISTRICTS 35,000 ADA AND OVER

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	3,079	26.5%	33.7%	16.6%	11.1%	5.9%	6.2%
3	3,538	30.9	22.6	9.9	6.7	5.5	24.4
4	1,629	34.7	22.2	10.9	8.3	5.2	18.7
5	572	18.8	32.2	17.8	16.1	4.4	10.7
6	758	27.6	27.7	11.6	10.2	6.5	16.4
7	156	27.6	23.7	14.7	14.1	2.6	17.3
8	101	24.8	31.7	19.8	5.9	5.0	12.8
9	149	32.2	26.8	10.1	8.7	4.7	17.4

Table 31

READING COMPOSITE
GRADE EQUIVALENT MEAN SCORES
FOR DISTRICTS 35,000 ADA AND OVER

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	3,079	1.3	1.9	.6
3	3,538	1.8	2.4	.6
4	1,629	2.4	2.9	.5
5	572	3.1	3.7	.6
6	758	3.4	4.1	.7
7	156	3.9	4.6	.7
8	101	3.9	4.7	.8
9	149	3.9	4.9	1.0

Reading Comprehension and Vocabulary Scores - Houston ISD and Corpus Christi ISD - Tables 32, 33, and 34

Test scores from the Houston ISD and Corpus Christi ISD reading programs were submitted from reading vocabulary (word meaning) and reading comprehension (paragraph meaning) subtests. These data were treated separately from the other data received from districts over 35,000 ADA because subtests from those districts were combined and total reading battery scores submitted. The presentations shown are a summation of the data received from the programs operated in the two districts. Tables 32 and 33 show the percent of pupils making gains or losses per month of instruction as determined by the standardized achievement test instruments used in the Houston ISD and Corpus Christi ISD. Table 34 shows the pre and post-test mean grade equivalents for the vocabulary (word meaning) and comprehension (paragraph meaning) subtests.

Table 32 READING COMPREHENSION GAIN (LOSS) SCORES PER MONTH
FOR HOUSTON ISD AND CORPUS CHRISTI ISD

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	2,139	22.5%	30.6%	13.5%	10.4%	13.5%	9.6%
3	1,999	19.2	28.1	15.6	11.2	9.5	16.4
4	1,566	17.4	25.6	11.0	11.7	7.0	27.4
5	1,256	22.5	23.0	9.2	7.2	8.4	29.8
6	1,181	28.0	21.4	8.4	5.8	7.5	28.8

Table 33 READING VOCABULARY GAIN (LOSS) SCORES PER MONTH FOR HOUSTON ISD AND CORPUS CHRISTI ISD

GRADE LEVEL	NUMBER OF PUPILS	2.0 AND GREATER (GAIN)	1.0 to 1.9	.5 to .9	.1 to .4	0 (NO CHANGE)	-.1 AND GREATER (LOSS)
2	2,139	25.6%	17.7%	10.8%	5.0%	14.7%	26.3%
3	1,998	24.3	23.8	12.1	12.4	5.1	22.4
4	1,683	21.6	18.6	9.3	10.2	6.0	34.3
5	1,359	18.6	19.4	10.6	10.3	6.3	34.8
6	1,249	26.9	20.3	9.7	8.1	6.5	28.6

Table 34 GRADE EQUIVALENT MEAN SCORES FOR HOUSTON ISD AND CORPUS CHRISTI ISD

Reading Comprehension

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	2,139	1.4	1.9	.5
3	1,999	2.1	2.6	.5
4	1,566	2.9	3.2	.3
5	1,256	3.6	4.0	.4
6	1,181	4.5	5.0	.5

Vocabulary

Grade	Number of Pupils	Pretest Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain
2	2,139	1.5	1.8	.3
3	1,998	2.2	2.8	.6
4	1,683	2.9	3.2	.3
5	1,359	3.8	4.0	.2
6	1,249	4.5	5.0	.5

SUMMER PROGRAMS

Data about programs operated during the 1972 summer months were reported from 263 districts with 56,253 disadvantaged children participating. Table 1 shows the number of participants by grade level in these programs and the percent of total participants at each level.

Table 35 PARTICIPATION IN TITLE I FUNDED SUMMER PROGRAMS

Grade Level	Number of Participants	Percent of Total Participants
Pre Kindergarten	2,077	3.7%
Kindergarten	5,512	9.8
1	7,871	14.0
2	7,910	14.1
3	8,015	14.2
4	7,004	12.5
5	5,845	10.4
6	4,648	8.3
7	2,477	4.4
8	1,586	2.8
9	1,030	1.8
10	633	1.1
11	475	.8
12	123	.2
Ungraded	813	1.4
Special Education	234	.4
Total	56,253	100.0%

As noted from Table 35, approximately 75 percent of all the participants were in Grades 1-6. Many districts operated preschool programs only.

The summer Title I funded programs in almost all cases were designed to provide either remedial instruction to pupils or enrichment activities to which disadvantaged pupils might otherwise not be exposed. Table 36 shows the number of participants in each activity, the percent of total participants involved in the activity, the Title I funds expended, and the per pupil cost.

Table 36 INSTRUCTIONAL ACTIVITIES PROVIDED IN SUMMER PROGRAMS

Instructional Activity	Number of Participants	% of Total Participants	Title I Funds Expended	Per Pupil Cost
Remedial Reading	17,018	30.3	$753,963	$44
General Remedial Instruction	6,309	11.2	411,553	65
Language Arts and Oral Language	7,365	13.1	405,325	55
Enrichment	13,241	23.5	615,259	46
Remedial Math	7,596	13.5	200,931	26
Physical Education and Recreation	8,667	15.4	161,164	19
Other	6,549	11.6	68,543	10

Many districts reported preschool activities as an instructional component. All preschool pupils shown in Table 35 were involved in readiness activities, and in many districts oral language programs. Those districts which reported separate components at the preschool level expended $561,978. However, many preschoolers were accounted for in the activities shown in Table 36 and, therefore, the dollars expended at this level are not included in the figure noted. It appears that approximately $94 was expended per pupil in providing preschool programs.

Many districts reported curriculum planning and preparation activities in which Title I funds were utilized. Only personnel, usually teachers and administrators were involved in these types of activities. Approximately $46,000 appears to have been used in districts reporting data about summer programs.

Approximately $226,000 from other sources, including state and local funds, and other types of federal funds were also used in providing instructional activities to the 56,000 pupils in the summer programs.

Pupil services were an important supplement to the instruction provided to the disadvantaged children participating in the summer programs. The total number of children receiving services and the percent of participants in the summer program who received each service is provided in Table 37.

Approximately $1,053,000 in Title I funds was expended in providing these services. Twenty-three percent or approximately $318,000 was spent from sources other than Title I in providing pupil services in the summer programs. This included funds received through the National School Lunch Program.

The number of personnel involved in providing instruction and services to pupils in the 1972 summer programs is shown in Table 38.

Table 37 SERVICES PROVIDED TO EDUCATIONALLY DISADVANTAGED CHILDREN IN SUMMER PROGRAMS

Type of Service	Number of Children Receiving Service	Percent of Total Participants Receiving Service
Social Services	5,881	10.5%
Transportation	39,106	69.5
Food		
Breakfast	9,869	17.5
Snack	26,619	47.3
Lunch	12,355	22.0
Dental		
Referral	1,937	3.4
Treatment	933	48.2*
Medical		
Referral	4,767	8.5
Treatment	1,604	33.6*
Clothing	650	1.2
Fees	6,882	12.2
Guidance and Counseling	5,475	9.7
Psychological Service	376	.7

*Percentage shown reflects the percent of children referred who received treatment.

Table 38 NUMBER OF PERSONNEL PROVIDING INSTRUCTION AND SERVICES TO EDUCATIONALLY DISADVANTAGED CHILDREN IN SUMMER PROGRAMS

TYPE OF PERSONNEL	NUMBER
Elementary Teachers	2,412
Secondary Teachers	264
Elementary and Secondary Teachers	235
Elementary Guidance Counselors	13
Secondary Guidance Counselors	9
Elementary and Secondary Guidance Counselors	11
Teacher Aides	1,620
Nurses	90
Nurses Aides	11
Librarians	56
Library Aides	126
Social Services Personnel	38
Other Professional Personnel	150

SUMMARY

Title I of the Elementary and Secondary Education Act of 1965 states that programs "should be designed to meet the special educational needs of those educationally deprived children who have the greatest need for assistance." However, the outcomes or objectives which these programs should be designed to meet are not defined in the legislation. It is therefore incumbent upon each state to define the outcomes which are sought within that state.

Several points have emerged from the examination of the data collected on the programs operated either wholly or in part under ESEA, Title I in School Year 1971-72.

- Reading appeared to be the major instructional activity in all districts. An examination of the reading test data indicates that in all districts approximately 68 percent of all pupils in Grades 2-8 showed gains of .5 per month of instruction and greater. According to a recent study published by the United States Office of Education, .7 gain in grade equivalent per year "is usually the most which disadvantaged children gain in one year of school."[1] Against this standard of measure, the programs in Texas have been very successful.

- The success of any program must be weighed against the cost of providing that program. At this time it is still difficult to attribute the cost of providing instruction in any area to the pupil gains realized in that area. However, information was collected that could perhaps provide rough estimates of cost effectiveness measures. Per pupil costs were computed by instructional area and standardized achievement test data were collected in such a manner that unit costs per increment of gain could be estimated. For example, it was shown that the per pupil cost of reading programs in large districts was $167 and in districts less than 35,000 ADA, $194. In districts of 35,000 ADA and over, pupils at Grade 3 showed a mean gain of .6. By dividing this into $167, the cost per unit of achievement was $278. In districts of less than 35,000 ADA, the mean gain at Grade 3 was .8. Dividing this into $194, the cost per unit of achievement derived for the smaller districts was $242. This could be done for all grade levels in both reading and math. Application of this formula indicates that the per pupil cost was greater in districts under 35,000 ADA, but the cost per unit of achievement was less. However, there are many other factors which might perhaps correlate with pupil achievement. This formula should be used at this time as only an indicator of the cost of increasing pupil achievement.[2]

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[1] The Effectiveness of Compensatory Education; Summary and Review of the Evidence, Department of Health, Education, and Welfare, page 7.

[2] See "An Economic Analysis of the Turnkeyed Taft Reading Program," Education Turnkey Systems, Inc., Appendix.

- Professionalism of personnel involved with providing instruction for disadvantaged children continued at a high level. This was exhibited by participation in staff development activities by 99.1 percent of the teachers in districts 35,000 ADA and over and 97.0 percent of the teachers in districts less than 35,000 ADA.

- The focus of programs for the educationally disadvantaged has been in Grades 1-8. An examination of the available test data indicated that beginning at the second grade, pupils were achieving below their grade level even though substantial gains were being shown. From these data it appears that the problem is not that of absence of growth by pupils who received special treatment, but the fact tnat this growth is not substantial enough to keep these pupils from falling further behind each year in relation to their grade placement. This might be an indication of a need to continue activities provided at the preschool level in order to sustain the benefits which can be realized from intensive treatment at the early levels, or that greater emphasis should be placed on pupils at the prekindergarten and kindergarten levels where earlier impacts could be realized.

- One of the reasons which districts noted most often for pupils' dropping out of school was "overage/underachiever." It appears that pupils begin this cycle at an early age. At the fourth grade level, approximately 11 percent of all the disadvantaged pupils were already overage for their grade level and the percent overage continued to grow at each subsequent grade level. Assessment should be made by the local districts to determine the problems of those pupils who are retained in order to identify what activities should be initiated in order to meet their needs.

The Texas Education Agency has continued examining the efforts which have been made to determine the priority needs of educationally disadvantaged pupils. A continuing committee has been established to more clearly define the goals and objectives for programs which serve the educationally disadvantaged. The objectives which will emerge would enable the effects of programs funded from Title I for disadvantaged pupils to be more precisely evaluated. It was possible to examine the scope of activities and services provided in the 1971-72 program and the monies expended in providing these. The relevancy of this knowledge is limited in that it is not possible to measure this information in relation to specified criteria established before the beginning of the program operations.